

FALKIRK COUNCIL

MINUTE of MEETING of the EDUCATION EXECUTIVE held in the MUNICIPAL BUILDINGS, FALKIRK on TUESDAY 3 FEBRUARY 2015 at 9.30 AM.

COUNCILLORS: Jim Blackwood
Dennis Goldie
Linda Gow
Adrian Mahoney
Craig Martin (Convener)
Dr Craig R Martin
Malcolm Nicol
Alan Nimmo
Robert Spears

**REPRESENTATIVES
OF RELIGIOUS
BODIES:** Hector Cairns
Margaret Coutts
Rev Michael Rollo

CO-OPTEEs: Mike Ablett (Parent Representative)
Fiona Craig (Teacher Representative)
Martin Craigen (Parent Representative)
Margaret Smith (Teacher Representative)

OFFICERS: Arlene Fraser, Committee Services Officer
Gary Greenhorn, joint acting Director of Education
Kenny McNeill, Educational Resources Manager
Colin Moodie, Depute Chief Governance Officer
Anne Pearson, joint acting Director of Education

EE34. APOLOGIES

No apologies were intimated.

EE35. DECLARATIONS OF INTEREST

No declarations were made at this point.

EE36. OPENING REMARKS

Councillor Nimmo advised that Denny Primary School was one of only four Scottish winners of the BBC's Ten Pieces Project and that the BBC symphony orchestra will be holding a workshop for the pupils on 27 March 2015. The children will also participate in a concert which will be televised at a later date. The Education Executive passed its congratulations to pupils and staff at Denny Primary School on this achievement.

EE37. MINUTE

Decision

The minute of the meeting of the Education Executive held on 11 November 2014 was approved.

EE38. DECLARATIONS OF INTEREST

Councillor Dr Martin declared a financial interest in the following item of business as he would financially benefit from the changes in childcare hours and considered that this required him to recuse himself from consideration of the item having regard to the objective text in the Code of Conduct.

Councillor Dr Martin then left the meeting in accordance with his declaration of interest.

EE39. IMPLEMENTATION OF THE EXPANSION OF EARLY LEARNING AND CHILDCARE TO 600 HOURS PER ANNUM

The Education Executive considered a report by the joint acting Director of Education on the progress to date on the expansion of early learning and childcare to 600 hours per annum and seeking approval to review the Early Years Admission Policy.

The current Early Years Admission Policy does not allow for reserved places to be retained for children moving into the catchment area during the session. It was proposed that a review be undertaken to consider whether a change could be made to the policy to introduce reserved places.

The Council is also required by the Children and Young People (Scotland) Act 2014 to provide 600 hours early learning and child care for 2 year old children whose parents are in receipt of certain benefits. A summary of the actions required to manage the anticipated increase in provision was set out, including additional financial and resource implications.

In order to allow for future capacity expansion needs, the proposed provision at Beancross and Denny Primary Schools require to be changed to Rannoch Nursery and Denny Nursery.

Decision

The Education Executive:-

(1) noted the:-

- (a) implementation position as detailed in sections 2 and 3 of the report, and**
- (b) financial position as detailed in section 4 of the report; and**

(2) agreed:-

- (a) to review the Early Years Admission Policy as set out in section 2.3 of the report;**

- (b) the change of locations as detailed in section 3.4 of the report, and
- (c) the next steps/way forward as set out in section 6 of the report.

Councillor Dr Martin re-joined the meeting following consideration of the previous item.

EE40. IMPACT OF LITERACY AND NUMERACY STRATEGIES IN FALKIRK COUNCIL SCHOOLS

The Education Executive considered a report by the joint acting Director of Education on the progress made by Falkirk Council's primary and secondary schools since the implementation of its literacy and numeracy strategies.

Both strategies were developed and implemented to ensure that standards are raised in both literacy and numeracy across the council area.

Progress is measured through the programme of standardised testing which has been in place since session 2011/12 which enables primary and secondary schools, as well as officers at the centre, to gain an increased awareness of attainment in both literacy and numeracy.

The strategies are both driven by eight main work streams which were set out in the appendices to the report. The strategies had been revised in light of on-going evaluation and will be adapted further according to changing circumstances.

Decision

The Education Executive agreed the updated Literacy and Numeracy Strategies 2014/17.

EE41. THE SQA RESULTS SERVICE – CHANGES IN 2014

The Education Executive considered a report by the joint acting Director of Education on the changes to the SQA's results service introduced in 2014.

In previous years post-appeals information was provided which included national performance figures as well as those relating to comparator authorities. Due to the Scottish Government introducing a new benchmarking tool, Insight, this information will no longer be available. As comparator authority data is no longer available, Insight will create a virtual comparator authority against which future comparison will be made.

The new SQA results services replace the previous appeals procedure and cover all levels from national to advanced higher.

The 2 services are:

- Exceptional Circumstances Consideration Service – this service supports students who have been unable to attend an examination or whose performance may have been affected by an incident beyond their control. This is only available prior to publication of the results and there is no charge for this service.

- Post-Results Service – this service allows schools or colleges to request a priority marking review, clerical check or a marking review of a candidate's result which they believe does not reflect expectations. This operates after exam results and has a cost for any grade which remains unchanged following the check/review.

Decision

The Education Executive noted the changes to the SQA Results Service.

EE42. REVISION OF THE FALKIRK COUNCIL PUPIL COUNCIL

The Education Executive considered a report by the joint acting Director of Education summarising the outcomes of discussions with young people on the effectiveness and purpose of the current Falkirk Council Pupil Council.

The outcome of the discussions highlighted the need for changes to allow young people a greater input on decisions that affect them and on issues they care about.

It is proposed that the pupil council be replaced with the Youth Ambassadors programme which will include representatives from all Falkirk Council's secondary schools. The programme has been designed to enhance and develop the four capacities set out in the Curriculum for Excellence.

Decision

The Education Executive agreed:-

- (1) the implementation of the Youth Ambassador programme, and**
- (2) that the Chair and Vice Chair of the Youth Ambassadors team will become the pupil representatives on the Education Executive.**

FALKIRK COUNCIL

Subject: EDUCATION COMMITTEE MEMBERSHIP
Meeting: EDUCATION EXECUTIVE
Date: 28 APRIL 2015
Author: CHIEF GOVERNANCE OFFICER

1. INTRODUCTION

- 1.1 Members will recall that the Education Executive agreed at its meeting on 3 February 2015 to replace the Falkirk Council Pupil Council with the Youth Ambassador programme; and that the Chair and Vice-Chair of the new programme would become the pupil representatives on the Education Executive.

2. BACKGROUND

- 2.1 The Education Executive has authority to appoint non elected members to the Education Executive within the categories agreed by Council. Pupil representative members do not have voting rights.
- 2.2 At their first meeting, the Youth Ambassadors appointed Helena Barton (Larbert High School) and Jonathan Barclay (Braes High School) as their Chair and Vice-Chair.
- 2.3 There are currently two vacancies for pupil representative members on the Education Executive and it is proposed that Helena Barton and Jonathan Barclay be appointed as the new pupil representatives.

3. RECOMMENDATIONS

- 3.1 It is recommended that Education Executive agrees the appointment of Helena Barton and Jonathan Barclay as the two pupil representative members for a period of two years with immediate effect.

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Chief Governance Officer

Date: 09/04/15

Contact Officer: Colin Moodie/Arlene Fraser Tel: 01324 506097

LIST OF BACKGROUND PAPERS

Nil

FALKIRK COUNCIL

Subject: FUTURE ROLE, PURPOSE AND SUSTAINABILITY OF THE ATTENDANCE PANEL
Meeting: EDUCATION EXECUTIVE
Date: 28 APRIL 2015
Author: DIRECTOR OF CHILDREN'S SERVICES

1. INTRODUCTION/PURPOSE OF PAPER

- 1.1 Education Services Attendance Panels are held approximately 3 times per school session. They are chaired by a Team or Service Manager and comprise of a Primary Headteacher and a Secondary representative, usually a Pastoral Head. Letters are sent out to parents/carers asking them to attend with the named pupil in order to discuss ways to improve the pupil's attendance at school. An action plan is then drawn up and the parent/carer and pupil are recalled to the panel after a period of 6 weeks to discuss the progress in improving attendance at school.
- 1.2 This paper seeks to provide Members with:
- (i) balanced information which assesses the level of current resources deployed to facilitate Attendance Panels against an assessment of their perceived impact and effectiveness; and
 - (ii) a recommendation which changes the way in which Education Services deal with school attendance in the future. The proposed change recognises the need to adopt an approach which can be effectively delivered within the staff resources available.

2. BACKGROUND INFORMATION

- 2.1 The establishment of Attendance Panels was proposed and approved by Education and Leisure Committee on 30 August 2005 as a result of a review of Attendance Committee in 2004 and Service Circular 29: Non Attendance and Truancy.
- 2.2 The review highlighted in particular the number of referrals considered by the committee which resulted in 'no further action'. This was deemed to merit the move to a two stage process which allowed for an increase in the number of cases which could be dealt with at an earlier stage and would mean the Attendance Committee would only deal with referrals where prosecution was a probable outcome. The proposed arrangements were to be reviewed after one year and a report brought to Education and Leisure Committee.
- 2.3 The report to Education and Leisure Committee on 28 August 2007 highlighted a series of measures to improve attendance and included the rolling out of an automated call system (Groupcall); a revised Service Circular 29 and Attendance Panels. These measures positively impacted on improving school attendance in 2006/07.

- 2.4 Attendance in secondary schools has continued to increase since 2006/07 from 89.9% to 91.8% in 2013/14. This rise, however, cannot be solely attributed to Attendance Panels.

2.5 Role and Purpose of the Attendance Panel

Presently, the role and purpose of the Attendance Panel is set out within Service Circular No 29 Non-attendance and Truancy Guidelines and Procedures (revised February 2011):

'In a circumstance where the concerns relating to a child's non-attendance or truancy from school continue and it is clear, for whatever reason, that the parent/carer is failing to ensure that the child attends regularly they should be referred to the Education Services Attendance Panel. Normally referrals for non-attendance or truancy will be routed through the MAG where a multi-agency approach will be taken to resolve the issue. The MAG may at a future point refer to the Attendance Panel if other strategies have failed. In a case where there is clear parental collusion a referral may be made direct to the Attendance Panel..... the core function of the Education Services Attendance Panel is to seek to assist the parent/carer in re-engaging with the school and ensure their child's regular attendance.....'

The Attendance Panel is regarded as a staged approach between the school having exhausted all of its strategies to re-engage families and the Attendance Committee which involves elected members considering referral for prosecution.

- 2.6 Service Circular 29 is currently under review in light of the Scottish Government's publication 'included, engaged and involved part1: attendance in Scottish schools' and also the Scottish Government's approach to improving children's services 'Getting it Right for Every Child' (GIRFEC). The well-being of all children and young people is at the heart of GIRFEC. Services must work together with children, young people and their families to provide quick and effective support when it is needed.

3. **EFFECTIVENESS AND IMPACT OF ATTENDANCE PANELS**

- 3.1 Most referrals come from the secondary sector and in particular at S3. Schools may view the referral to the attendance panel as a 'last ditch attempt' to keep young people on track and achieve some qualifications before they leave school.

S3 referrals during session 2013/14

Average attendance at time of referral	Average attendance from referral to recall (6 weeks later)	Average attendance at the end of session 2013/14
44.8%	59.7%	49.6%

The evidence highlights the impact of the Attendance Panel process as being relatively ineffective in terms of 'assisting the parent/carer in re-engaging with the school and ensure their child's regular attendance'. In session 12/13 the average attendance rose by 4.8% (impact calculated from the time of referral to the end of the school session).

The referral to the attendance panel has increased attendance during the referral period by 14.9% but this is not sustained after the recall.

- 3.2 There are fewer referrals from the primary sector. However, here too the sustained impact is only 2.9% till the end of the session.

Primary referrals during 2013/14

Average attendance at time of referral	Average attendance from referral to recall (6 weeks later)	Average attendance at the end of session 2013/14
74%	79%	76.9%

- 3.3 Over a session, officers' and school staff duties and tasks include screening referrals, preparation reading for the panel, attendance at the panel and composing the outcome letters amounts to approximately **74** hours. Administration tasks carried out by centre clerical staff includes preparing paperwork, establishing panel membership, reception duties and attendance during the panel evenings and word processing the outcome letters is calculated at approximately **48** hours. The total involvement of all Education staff computes to approximately **122** hours. The amount of manpower is not best value if the outcome is translated into increasing young people's chances of achieving their potential through increasing their attendance at school.
- 3.4 The following table gives the number of referrals to the Attendance Committee made over three years, with outcomes:

Year	Number of Referrals to Attendance Committee	Outcome
2011/12	2	Prosecute
2012/13	1	Prosecute
2013/14	1	No further action

With sufficiently robust screening of referrals and with schools exhausting other strategies first, it is not anticipated that a large number of cases would be brought before the Attendance Committee in any one year.

- 3.5 Attendance Panels were introduced in conjunction with other measures at a time when Education Services had to focus on improving attendance which was viewed as an essential element to the 'Raising Attainment' strategy. Over the past 7 years the model has not changed significantly to take into account current thinking which reflects the Scottish Government's advice on attendance in schools and GIRFEC approaches.
- 3.6 The analysis over the past 2 years evidences the limited impact Attendance Panels have had in reality on improving attendance. The diminishing human resources from central teams also impact on the capacity for the Attendance Panels to be sustainable and effective.

4. RECOMMENDATION

4.1 That Executive agree that:

- (i) Attendance Panels be removed from the attendance circular and staged process;**
- (ii) a 'pathways' checklist for schools be incorporated into the revision of Service Circular 29 to ensure a consistent and systematic approach; and**
- (iii) schools make Attendance Committee referrals to the Service and School Improvement Division for scrutiny which will either refer back to the school in cases where there is scope for further supportive action or refer to the Attendance Committee.**

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Director of Children's Services

Date: 15 April 2015

Contact Officer: Eddie MacLennan, ext 6628.

LIST OF BACKGROUND PAPERS

NIL

FALKIRK COUNCIL

**Subject: FALKIRK COMMUNITY LEARNING AND DEVELOPMENT (CLD)
ACTION PLAN**
Meeting: EDUCATION EXECUTIVE
Date: 28 APRIL 2015
Author: DIRECTOR OF CHILDREN'S SERVICES

1. INTRODUCTION/PURPOSE

1.1 As agreed by the Education Executive on 11 November 2014, this paper seeks to:

- update members on the progress made in developing the CLD Action Plan which sets out the proposals as to how CLD partners intend to meet the need for CLD within the Falkirk Council area.

2. KEY POINTS FROM THE REGULATIONS AND NEW GUIDANCE

2.1 Members will recall that the Regulations place two obligations on the Council.

- to ensure that the need for CLD provision within the Council area is assessed.
- to publish a 3 year Action Plan by 1 September 2015 setting out what CLD provision the Council will make, how it will co-ordinate provision with other providers, what action the other providers intend to take during the period of the plan and what needs will be unmet.

2.2 The Regulations and Guidance set out the following 4 key policy goals for CLD:

- To ensure communities across Scotland - particularly those that are disadvantaged - have access to the CLD support they need.
- To strengthen co-ordination between the full range of CLD providers, ensuring that Community Planning Partnerships (CPPs), local authorities and other providers of public services respond appropriately to the expectations set by the CLD Strategic Guidance.
- To reinforce the role of communities and learners in the assessment, planning and evaluation processes, enabling them to shape CLD provision.
- To make the role and contribution of CLD more visible.

3. **PROGRESSING WITH THE DEVELOPMENT OF THE CLD ACTION PLAN**

3.1 **Goal 1: To ensure communities across Scotland - particularly those that are disadvantaged - have access to the CLD support they need.**

In progressing the development of the Action Plan, Education Services and CLD partners have been making clear links to the demographic and socio-economic data that exists. This data has been collated to ensure that it clearly identifies the CLD needs of individuals, groups and communities.

- The Workers Education Association
- Forth Valley College
- Skills Development Scotland
- Department of Work and Pensions
- Employment and Training Unit
- Education Services.
- Salvation Army
- Aberlour Child Care Trust
- Barnardos
- Braes Family Centre
- Falkirk Young Carers Project
- Falkirk and Clackmannanshire Carers Project
- Royal National Institute for the Blind (RNIB)
- Link Housing Association
- Paragon Housing Association
- Falkirk Council Social Work Services
- Falkirk Community Trust
- Falkirk Council Corporate and Commercial Services
- NHS Forth Valley
- CVS, Falkirk

3.2 **Goal 2: To strengthen co-ordination between the full range of CLD providers, ensuring that CPPs, local authorities and other providers of public services respond appropriately to the expectations set by the CLD Strategic Guidance.**

As CLD partners are working on the development of the 3 Year Action Plan they have been debating what constitutes '**adequate and efficient**' CLD provision within the Falkirk Council area. CLD partners are very aware of the resource constraints that exist within the statutory and non-statutory public and voluntary organisations, therefore they realise the need to ensure that what resources are available are targeted at those who would most benefit from them. This area of work will be ongoing and will require sensitive dialogue between the CLD partners involved.

3.3 **Goal 3: To reinforce the role of communities and learners in the assessment, planning and evaluation processes, enabling them to shape CLD provision.**

Education Services and CLD partners have been taking into account the views of learners and communities in developing the 3 Year Action Plan. For example, Youth Scotland, Falkirk CVS and Education Services staff are working with the voluntary youth work sector to assess the sector's CLD needs and to identify how best these can be met in the future.

In addition, have been working with individuals to clearly identify the CLD needs that may be required as part of employability support.

During April and May 2015, Young Scot, Youth Scotland and Education Services staff will be involving young people in identifying their CLD needs and ways that they can be involved in planning and evaluating the impact of CLD. These examples are not exhaustive and Education Services staff are confident that they will have a well-developed assessment, planning and evaluation processes in place that will support the implementation of the Action Plan.

3.4 **Goal 4: To make the role and contribution of CLD more visible.**

With the support of Education Scotland, Education Services has developed an impact measurement tool for CLD provision. There is agreement from the large number of CLD partners that they will use this tool to support evidencing the impact of CLD provision. This will in turn, be shared across partners to ensure that the evidence will be used to inform future delivery. It will also be used to aid public reporting purposes and celebrating the extensive work that community groups make to the vibrancy of the Falkirk Council area.

4. TIMESCALES

- 4.1 The Regulations and Guidance state that the 3 Year CLD Action Plan must be in place for **1 September 2015**.

5. NEXT STEPS/WAY FORWARD

- 5.1 Education Services will continue to develop the 3 year CLD Action Plan for publication by 1 September 2015.

6. EQUALITY AND FINANCIAL IMPLICATIONS

- 6.1 Equality: Regulations and Guidance make specific reference to compliance with the Equality Act.

Financial: No additional resources are provided by the Scottish Government to develop these plans. No additional staff costs would result from this proposal.

7. RECOMMENDATIONS

7.1 That Education Executive:

- (i) note the progress CLD have made in conjunction with our partners to develop our 3 year CLD Action Plan; and**
- (ii) request that a further report tabling the draft Action Plan submitted to the Education Executive in June 2015.**

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Director of Children's Services

Date: 15 April 2015

Contact Officer: Mark Meechan, ext 6692

LIST OF BACKGROUND PAPERS

NIL

FALKIRK COUNCIL

Subject: EARLY LEARNING AND CHILDCARE ADMISSIONS POLICY
Meeting: EDUCATION EXECUTIVE
Date: 28 APRIL 2015
Author: DIRECTOR OF CHILDREN'S SERVICES

1. PURPOSE OF REPORT

1.1 The purpose of this report is to provide:

- background information on why it is important that we review the current Falkirk Council Early Learning and Childcare Admission Policy; and
- details of the proposed changes to the current policy.

2. BACKGROUND

2.1 In a report to Education Executive on 3 February 2015, a review of the Early Learning and Childcare Admissions Policy was proposed as part of plan to increase the availability of nursery places for children from the local catchment area by:

- introducing a reserved place policy (similar to that for primary and secondary schools); and
- setting appropriate tolerance levels that allow nursery class operational capacity to be increased to meet the catchment area demand but not to exceed the set physical capacity of the building.

2.2 This report follows that review and proposes changes to the Early Learning and Childcare Admissions Policy as outlined above.

3. PROPOSED CHANGES TO THE EARLY LEARNING AND CHILDCARE ADMISSION POLICY

3.1 Reserved Places Policy for Nursery Establishments

It is proposed that a clause is added to the current "Early Learning and Childcare Admissions Policy" so that places can be reserved in nursery classes for 3-5 year olds that are likely to move into a school catchment during the forthcoming or current school session.

This would only apply to nursery classes that are attached to, or affiliated with, a primary school. The "Reserved Places" policy would not apply to our day nurseries and partner establishments managed by other agencies, as these establishments do not have set catchment areas as our primary schools do.

Nursery pupils are offered places in either the half-day morning or afternoon sessions. A "reserved place" can therefore be defined as a half-day place (amounting to the statutory allocation of 600 hours over the academic year) that could be either morning or afternoon, depending on availability.

3.2 Current policy

Falkirk Council currently allocate nursery places in April for children to commence in the following session, which starts from August.

Priority is given to pupils who live in the associated primary school catchment area and any remaining places in the nursery class are then made available to meet demand from pupils living outwith the catchment area.

Catchment and non-catchment area demand is met until the nursery class is full and all spaces are taken. If a pupil moves into the catchment area during the school year, and the nursery class is full, they will be offered a vacant place at a nearby nursery class and put on the waiting list for a place at their local catchment nursery class.

3.3 Proposed change to current policy

It is proposed that the number of reserved places for each nursery class will be calculated each year as follows:

- i. **1 reserved place for every 20 half-day places** based on the planned nursery class capacity for the coming school session.

For example, a nursery class with a capacity of 30 places can offer 60 half-day places - 30 in the morning and 30 in the afternoon. There would be 3 reserved places held at this nursery in total.

- ii. In areas that are experiencing a high level of house building, there will also be **1 reserved place for every 20 new houses** that are expected to be built up to and during the coming school session.

For example, if 80 houses are expected to be built in a particular area, a further 4 reserved places will be held in the local school's nursery class.

Note: 1 reserved place equates to 1 half day place in a nursery class.

It should be noted that The Allocations and Admissions Procedure will remain the same. Reserved places will only be applicable if a nursery class is almost full, ie where the allocated places in the nursery class exceeds 90% of operational capacity. If there are plenty of available places, then Reserved Places will not be invoked.

Conversely, if a nursery fills up completely with catchment pupils, then it will not be possible to reserve any places for further nursery pupils moving into the area.

The required changes to the wording of the Early Learning and Childcare Admissions Policy are detailed in Appendix 1.

The table in Appendix 2 has details of the reserved places that have been calculated for each nursery for school session 2015/16. It is also proposed that this table is published alongside the primary and secondary reserved places each summer in the "Information Bulletin" for Elected Members (normally in June).

3.4 Benefits of the Proposed Changes

The benefits of this proposed change in policy will be:

- It will reduce the risk that families moving into a primary school catchment area after the allocation process is complete will be unable to get a nursery place for their child(ren) at the local school.
- This will, in turn, make it more likely that these pupils can commence nursery education at the same primary school that they will attend as a primary pupils.
- The introduction of reserved places will reduce the likelihood that additional staffing resources require to be allocated to increase capacity at nurseries to meet increased demand from catchment pupils before or during a school session.

3.5 Proposed Date of Change

It is proposed that this change in the Early Learning and Childcare Admissions Policy will be effective for our 2015/16 intake.

4. **PROPOSAL TO SET TOLERANCE LEVELS FOR INCREASING NURSERY CLASS CAPACITY**

4.1 Nursery Capacity Assessment

The capacity of a nursery class is determined by two key limiting factors:

- **Physical Capacity:** of a nursery class is based on size (m²) of the accommodation available and the number of registered places is independently set by the Care Inspectorate
- **Operational Capacity** this is set within the constraints of the physical capacity of a nursery and should reflect the local demand for nursery places. Staffing resources are allocated, based on the operational capacity but they can increase during the school session as numbers increase, for example when more 3 year olds start in January and April.

4.2 Proposed Change

It is proposed that Education Services establish appropriate tolerance levels for when the operational capacity of a nursery class is increased to meet increased catchment area demand.

It should be noted that these tolerance levels are based on an a pupil:adult ratio of 10:1, so operational capacity will increase in increments of **10** pupils.

The proposed tolerance level would be as follows:

- Operational tolerance - where catchment area demand will exceed the planned operational capacity of a nursery class by at least **8** places (and where physical capacity exists) then the planned operational capacity of the nursery class may be increased to meet catchment demand in increments of 10 places from the start of the following school term/session.

4.3 Benefits of the Proposed Change

In the event that increased demand for places from catchment children requires an increase in operational capacity before or during the school session, this proposal provides the methodology and transparency as to how it can be delivered.

4.4 Proposed Date of Change

It is proposed that these tolerance levels are set for the start of the 2015/16 Academic Year.

5. **RECOMMENDATIONS**

5.1 **Education Executive is asked to agree:**

- (i) that the Early Years Admissions Policy is changed as outlined in Section 3 and detailed in Appendix 1;
- (ii) that Education Services set and apply tolerance levels for increasing nursery class capacity as outlined in Section 4; and
- (iii) that the Operational Capacity levels and Reserved Places for Nurseries are reviewed and published annually in the Information Bulletin alongside the Reserved Places for Primary and Secondary schools.

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Director of Children's Services

Date: 15 April 2015

Contact Officer: Eileen Hutton, ext 6631

LIST OF BACKGROUND PAPERS

NIL

Proposed Changes to the Current Early Learning and Childcare Admissions Policy

It is proposed that the following section is amended as follows:

SECTION 6 – ADMISSION PROCEDURE

The current Section 6.5 to be re-numbered as section 6.6 and the following Section to be added:

6.5 Reserved Places

Requests for a nursery place from pupils living outwith the primary school catchment area will not be granted where this would prevent the education authority from retaining reserved places at the specified nursery.

Reserved places means the number of places, in the opinion of the education authority, which are reasonably required to accommodate nursery pupils likely to become resident in the catchment area of the school.

Reserved places will be defined annually on an individual nursery class basis, taking into account the planned operational capacity of the nursery for the coming school session and the projected number of new houses to be built in the school's catchment.

Reserved places will only be applied to nursery classes that are attached to primary schools. They will not apply to standalone day nurseries and partner provided nurseries.

Reserved Places for Nursery Classes (School Session 2015/16) (Draft)

The number of reserved places calculated for each nursery for school session 2014/2015 is as follows:

Session 2015/16 PS Nursery Class	Operational Capacity			Core Reserved Places	Additional Reserved places for New Housing	Total Reserved Places
	am	pm	Total Places			
<i>Falkirk</i>						
Bainsford	20	20	40	2	1	3
Bantaskin	30	30	60	3	0	3
Carmuir	20	20	40	2	0	2
Comely Park	30	30	60	3	0	3
Easter Carmuir	20	20	40	2	0	2
Langlees	30	30	60	3	0	3
St Francis	30	30	60	3	1	4
<i>Denny</i>						
Antonine	30	30	60	3	0	3
Bankier	30	30	60	3	0	3
Bonnybridge	30	30	60	3	2	5
Denny	30	30	60	3	1	4
Dunipace	30	30	60	3	0	3
Head of Muir	30	30	60	3	0	3
Nethermains	30	30	60	3	0	3
St Joseph's	20	20	40	2	0	2
St Patrick's	30	30	60	3	0	3
<i>Larbert</i>						
Airth	20	20	40	2	0	2
Carron	30	30	60	3	0	3
Carronshore	40	40	80	4	0	4
Kinnaird	50	50	100	5	5	10
Ladeside	30	30	60	3	0	3
Larbert Village	30	30	60	3	0	3
Stenhousemuir	20	20	40	2	0	2
St. Bernadette's	20	20	40	2	1	3
<i>Braes</i>						
Avonbridge	20	0	20	1	0	1
California	20	0	20	1	0	1
Maddiston	57	57	114	6	2	8
Shieldhill	30	30	60	3	0	3
Wallacestone	60	60	120	6	0	6
<i>Graeme</i>						
Hallglen	40	40	80	4	1	5
Laurieston	20	20	40	2	0	2
St Andrew's	30	30	60	3	1	4
St Margaret's	40	40	80	4	0	4
Victoria	30	30	60	3	0	3
Westquarter	40	40	80	4	4	8
Whitecross	20	0	20	1	0	1

Continued overleaf...

Reserved places list for nurseries continued...

Session 2015/16 PS Nursery Class	Operational Capacity			Core Reserved Places	Additional Reserved places for New Housing	Total Reserved Places
	am	pm	Total Places			
<i>Bo'ness</i>						
Bo'ness	30	30	60	3	0	3
Deanburn	30	30	60	3	0	3
Grange	30	30	60	3	0	3
Kinneil	20	20	40	2	0	2
St Mary's	30	30	60	3	0	3
<i>Grangemouth</i>						
Beancross	30	30	60	3	0	3
Bowhouse	20	20	40	2	0	2
Moray	30	30	60	3	0	3
Sacred Heart	30	30	60	3	0	3

All Nurseries	1337	1277	2614	131	19	150
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FALKIRK COUNCIL

Subject: REVIEW OF INCLUSION AND ADDITIONAL SUPPORT NEEDS - POLICY DEVELOPMENT PANEL
Meeting: EDUCATION EXECUTIVE
Date: 28 APRIL 2015
Author: DIRECTOR OF CHILDREN'S SERVICES

1. INTRODUCTION

- 1.1 The purpose of this report is to invite the Education Executive to establish a Policy Development Panel (PDP) for the review of inclusion and additional support needs.

2. BACKGROUND

- 2.1 The Education Executive considered a report on this review and approved a number of key principles set out in the report (attached for ease of reference as Appendix 1). This is a wide ranging review which may give rise to new policy approaches as well as new ways of providing services.
- 2.2 In developing policy, it is open to the Education Executive to establish a Policy Development Panel to consider an area of policy. In this case, the PDP would be chaired by Councillor Nimmo, as Education Portfolio Holder. The Panel can have a maximum of five members at least one of which must not be drawn from the Administration.
- 2.3 It is suggested that the remit of the PDP would be to oversee the review and to make recommendations to the Education Executive on any significant changes to service provision or policy.

3. RECOMMENDATION

- 3.1 The Education Executive is invited to consider establishing a Policy Development Panel with the remit set out in paragraph 2.3.

.....
Director of Children's Services

Date: 15 April 2015

Contact Officer: Elaine Costello, ext 6642

LIST OF BACKGROUND PAPERS

NIL

FALKIRK COUNCIL

Subject: REVIEW OF INCLUSION AND ADDITIONAL SUPPORT NEEDS
Meeting: EDUCATION EXECUTIVE
Date: 11 NOVEMBER 2014
Author: JOINT ACTING DIRECTOR OF EDUCATION

1. INTRODUCTION/PURPOSE OF REPORT

- 1.1 The purpose of this report is to seek Education Executive's approval on a proposal to adopt a new approach to inclusive education in Falkirk schools. This will require an extensive review of provision as well as a programme of consultation and workforce development.
- 1.2 The main aims of adopting this proposal will be that:
- more Falkirk children are educated in their local mainstream school;
 - fewer children are educated outwith the authority area;
 - there will be improved outcomes for all children including those with additional support needs; and
 - children are educated as close to their home as possible through the redesign of existing provision.

2. KEY AIMS OF REVIEW/KEY PRINCIPLES OF INCLUSIVE EDUCATION

- 2.1 The review of inclusion and additional support needs has the following vision:
- Falkirk children will have their support needs met in their local school;
 - Where specialist support is required this will be provided within their local mainstream school;
 - Some children who require to be in a specialist centre within Falkirk will attend on a part time basis and whilst still attending mainstream school; and
 - Fewer children will require to receive specialist support out with Falkirk.
- 2.2 An inclusive education will ensure that children and young people in our schools and nurseries are treated fairly, have equality of opportunity and feel they belong in their school.
- 2.3 Children and young people's needs are met in age appropriate settings, within or as near as possible to, their local school.
- 2.4 Providing an inclusive education requires that we adopt the Getting it Right for Every Child (GIRFEC) approach. This is built on the following principles:
- promoting the wellbeing of individual children and young people
 - keeping children and young people safe
 - putting the child at the centre

- taking a whole child approach
- building on strengths and promoting resilience
- promoting opportunities and valuing diversity
- providing additional help that is appropriate, proportionate and timely
- supporting informed choice
- working in partnership with families
- respecting confidentiality and sharing information
- promoting the same values across all working relationships
- making the most of bringing together each worker's expertise
- co-ordinating help
- building a competent workforce to promote children and young people's wellbeing

3. BACKGROUND INFORMATION

- 3.1 Evidence for inclusive education indicates that all children benefit from an inclusive school. "This is likely to lead to more cohesive communities based around the school, catering for the children within their own catchment area, reduced spend on out of authority provision and greater reinvestment within Falkirk".
- 32 Falkirk's response to demand in meeting the additional support needs of children has developed incrementally. Each step in itself was appropriate and timely, but resulted in a system that can be difficult to understand and manage.
- 3.3 The proposal radically integrates the needs of Falkirk's children with the facilities required, models of excellent practice and research evidence to produce a cohesive, comprehensive service.
- 3.4 Falkirk, currently, has over 24,000 children in its schools and nurseries, with 13% of children having additional support needs. In Scotland the proportion is 19%. We spend approximately £25.7m annually, within Education Services, on:
- additional support in all mainstream schools, providing specialist teaching and assistance for children;
 - 32 outreach teachers and 5 Support for Learning Assistants with additional support needs expertise and experience working alongside mainstream staff in 11 specialist teams.¹
 - 51 small group education classes, across 23 primary schools, using specialist staff to address a range of additional support needs². These classes are made up of:
 - Enhanced Provision
 - Nurture Classes
 - ASL Wings
 - Ladeside ASD Unit
 - Oxbank School
 - Windsor Park Primary
 - departments in each secondary mainstream school, able to support children in small group part time;

¹ Appendix 1 – Table 1

² Appendix 1 – Table 2

- two special units within mainstream secondary schools
 - Denny Northfield
 - Grangemouth ASL;
- four special schools
 - Mariner Support Service - Secondary Social Emotional and Behavioural Needs
 - Carrongrange School - Secondary Moderate, Severe and Complex Learning Difficulties
 - Oxbang School - Primary Social Emotional and Behavioural Needs
 - Windsor Park - Primary and Secondary Sensory Impairment
- growing usage of out of authority independent special schools and residential schools; As of June 2014 there were:
 - 21 in independent special schools -day placement
 - 27 independent special schools residential
 - 5 in secure units
 - 29 in other local authority provision
 - 2 in specialist health settings
- headquarters support functions such as
 - educational psychology
 - additional support for learning
 - behaviour support
 - co-ordinated children's services

Further detail of the specialist teams and small group provision can be found at Appendix 1.

4. INCLUSIVE EDUCATION AND STATUTORY RESPONSIBILITIES

- 4.1 The Education (Additional Support for Learning) (Scotland) Act, 2004, places a duty on the council to make provision for the additional support needs of all the children for whose education it is responsible. Falkirk's specialist facilities are operating at maximum capacity; demand significantly exceeds supply, and recent Scottish Government legislation has increased pressure to deliver a fair and efficient system to meet need.
- 4.2 The Children and Young people (Scotland) Act 2014 requires that we implement GIRFEC by August 2016.
- 4.3 Research indicates that inclusive education, where children with additional support needs have those needs met within their local mainstream school, is an effective approach to improving outcomes for all children as well as those with additional support needs.

5. HOW WE INTEND TO UNDERTAKE THE REVIEW

- 5.1 It is believed that by redesigning provision we can better meet the needs of children and young people in Falkirk, and improve their outcomes.
- 5.2 This requires detailed project planning for a series of interlinked projects with the aim that children will have their additional support needs met within their local school. These will include:
 - development of an intensive inclusive support in each school and nursery;
 - a redesigned outreach service focused on capacity building including short term programmes such as a nursery programme promoting school readiness;

- development of the special schools provision;
- a joint project with social work – meeting needs of children in Falkirk for exceptional care and educational needs;
- re-designing central support structures and budgets within Education Service to promote inclusion, develop systems to audit and quality assure how we meet children’s needs and establish streamlined decision making processes; and
- designing and implementing a workforce development programme involving guidance and training

5.3 A key feature of the proposal will be the development of a new framework for intervention as responses to difficulties must be proportionate to the level of need. This will involve six staged levels of intervention: An explanation of these stages are detailed within Appendix 2.

Stage 1	Universal and Focused
Stage 2	Targeted
Stage 3	Intensive
Stage 4	Specialist Support
Stage 5	Alternative Placement
Stage 6	Out of Authority

6. **STAKEHOLDER CONSULTATION PROPOSED**

- 6.1 During any major changes to services we have a duty to involve key stakeholders. This proposal will require non–statutory consultation and participation from a number of stakeholders. These stakeholders will be identified as more detailed proposals are developed.
- 6.2 The final model will be developed in collaboration with these stakeholders.
- 6.3 The Schools (Consultation) (Scotland) Act, 2010, outlines the statutory consultation which is required should the proposals lead to any of the schools being relocated.
- 6.4 If there is a requirement for statutory consultation the Education Executive will be provided with details of the proposal and consultation process and permission will be sought to proceed to formal consultation.
- 6.5 The majority of the resources in the proposal relate to staff. If the proposal were to be accepted there would be implications for some staff in terms of the nature or location of their employment. All staff and their trade unions will be fully consulted where such changes were identified through the process of implementation.

7. **NEXT STEPS**

- 7.1 Detailed project plans will be developed for each of the projects listed in paragraph 5.2 above.
- 7.2 Each will detail timescales, outcomes for children and implications for staff. The plans will also provide detailed calculations around impact on both revenue and capital budget across services. The plans will also highlight where statutory and non–statutory consultation will be required.

8. RESOURCE AND FINANCIAL IMPLICATIONS

- 8.1 The initial proposals have been developed to ensure that all changes are met within existing revenue resources. However, it is hoped, during the change process efficiencies may be identified through being able to offer local support packages for pupils that currently have out of authority placements.
- 8.2 Business cases will be developed which will identify the financial impact across both Social Work and Education Services.

9. RESOURCE AND FINANCIAL

- 9.1 The Equality and Poverty Impact Assessment (EPIA) based on the key principles outlined in 2.2 and the framework for intervention referred to in 5.3 indicates a positive impact on children and their families.
- 9.2 EPIAs will be undertaken for each of the individual projects outlined in 5.2. These will be used to inform the development of these projects.

10. RECOMMENDATIONS

10.1 Education Executive is asked to note:

- (i) the content of this report;

10.2 Education Executive is asked to approve:

- (i) the key principles of Inclusive Education as outlined in Section 2;
- (ii) that Education Services progress the Review of Inclusion and Additional Support Needs as outlined in sections 5, 6 and 7;
- (iii) that the Director of Education Services brings a further update report to the Education Executive showing the progress made at a future date.

.....
Joint Acting Director of Education

Date: 31 October 2014

Contact Officer: Nick Balchin, Principal Educational Psychologist, ext 0340

LIST OF BACKGROUND PAPERS

NIL

Table 1 - Specialist Teams

Type of Support	Age groups	Children	Teachers (fte)	SfL Assistants (fte)
Oxgang Outreach	P1-7	30	4	3
Support Teachers for Learning Differences	P1-7	100	3	0
Bilingual and Travellers Pupil Support Service	P1-7	60	6	0
Inclusion Outreach	P1-7	10	1	2
Information and Communications Technology	P1-7	10	0.5	0
Windsor Park Visiting Specialists	All age	100	6.5	1
Teacher for Interrupted Learners Service	P1-S6	20	1.5	0
Hospital Outreach Service	P1-S6	10	0.5	0
Mariner Support Outreach	S1-S5	10	1	0
Cluaran	S1-S6	40	5	0
Pre-School Home Visiting Teacher Service	Pre-Nursery	30	3.7	0
Total		365	32.7	6

Table 2 - Small Group Provision within Falkirk

Type of Provision	Age groups	Number		
		Schools	Classes	Children
Enhanced Provision ³	P1-7	15	27	240
Nurture Classes ⁴	P1-3	5	5	25
ASL Wings	P1-7	2	8	42
Ladeside ASD unit	P1-7	1	5	26
Oxgang School ⁵	P1-7	1	4	17
Windsor Park Primary ⁶	P1-7	1	2	9
Primary Sector Total	P1-7	27	51	360

³ There is Enhanced Provision in the following primary schools:

Bainsford, Carronshore, Deanburn, Easter Carmuir, Grange, Hallglen, Langlees Larbert Village, Victoria, Moray, Nethermains, Shieldhill, Slamannan, Stenhousemuir, and St. Patrick's

⁴ There are nurture classes in the following primary schools:

Bainsford, Easter Carmuir, Nethermains, Sacred Heart, Westquarter Primary

Draft outline of Staged Intervention Framework

Level of Intervention STAGE	Stage	Examples of support* *This list is not exhaustive
1. Universal & Focused	Nursery	600 hours 27-30 month assessments by Health visitors Key EYO Learning Journey's and tracking and monitoring of learning Observation of skills Health promotion activities Group learning opportunities – specific topics Parental liaison Visiting specialists PoPP Transition plans to Primary Health Visitor Parent Information Service Nursery project work EYC Family Learning approaches CLD Outdoor learning
	Primary	Nurturing schools approach Authority wide initiatives tracking and monitoring of learning by pupils and staff Observation of classroom skills Group learning opportunities – specific topics Parental liaison Health promotion activities

Level of Intervention STAGE	Stage	Examples of support* *This list is not exhaustive
		Visiting specialists Transition arrangements between stages/staff Dealing with concerns of pupils & parents
	Secondary	Nurturing schools approach Authority wide initiatives tracking and monitoring of learning by pupils and staff Observation of classroom skills Group learning opportunities – specific topics Parental liaison Health promotion activities Visiting specialists Transition arrangements between stages/staff Dealing with concerns of pupils & parents Campus Police Office
2. Targeted	Nursery	Pre-school home visiting service Enhanced transition arrangements 2 year old nursery place (workless households) Early Bird Training Enhanced Health visitor support Regular parental liaison & Health visitor. GIRFEC 5 questions, convene a TAC Establishment of child's plan, tracking and monitoring of Family Support service provision
	Primary	Regular parental liaison & Health visitor. GIRFEC 5 questions, convene a TAC Establishment of child's plan, tracking and monitoring of Family Support service provision Seasons for Growth Young carers

Level of Intervention STAGE	Stage	Examples of support* *This list is not exhaustive
	Secondary	Regular parental liaison & Health visitor. GIRFEC 5 questions, convene a TAC Establishment of child's plan, tracking and monitoring of Group learning opportunities Family Support service provision Seasons for Growth Young carers
3. Intensive	Nursery, primary and secondary	Each school to identify an Intensive Support base to adopt nurturing approaches and enhanced teaching and learning opportunities for children in small group (and 1-1). For part of the week they should be in their mainstream class. Intervention in the main should be for one to two academic years and focus on preparing the children for mainstream class. Places allocated by School management <i>in consultation with Educational Psychologist and TAC</i>
4. Specialist support.	Outreach teaching across Nursery primary and secondary from Multidisciplinary team. A Nursery provision teaching children with ASD specific approaches to support readiness for school (12 weeks, pm only in addition to their mainstream Nursery placement). A pre-nursery advisory service for parents of children with ASN. ICT support Sensory impairment support	Specific additional support from an Inclusion Outreach Service , catering for a range of additional support needs, including complex learning needs, autism, bilingualism, family circumstances and social emotional and behavioural needs. The emphasis is on capacity building in the mainstream school/intensive support base. An ICT specialist support service, in conjunction with CALL. A hospital link teacher. Methods: Consultation and advice Group work Team teaching/modelling 1-1 Training Project work Absence cover for special schools/intensive support base. Support Accessed by request for assistance from a Team Around the

Level of Intervention STAGE	Stage	Examples of support* *This list is not exhaustive
		Child including consultation with Educational Psychologist to an Alternative Provision RAG.
5. Alternative provision 3 centres with Two/three types of provision - part time and full time and high intensity.	<p>4 x specialist bases for children with complex learning needs and/or autism (one per locality), P1-P7, attached to Mainstream schools and 1x special school for children with complex learning and medical needs (secondary) – Carrongrange. S1-S6</p> <p>1x specialist base for children with needs arising from SECB/family circumstances factors (5-18). (5 streams)</p> <p>1x special school for sensory impairment – P1-S6</p>	<p>Specialist small group teaching. Part time Full time High intensity support.</p> <p>Accessed by request for assistance from a Team Around the Child including consultation with Educational Psychologist to an Alternative Provision RAG.</p>
6. Alternative outwith provision	For children and young people where the specialist support in Falkirk is not available to meet their needs.	By request for Assistance to an Outwith RAG (JCCRAG or other). Team Around the Child must include Educational Psychologist and Social Worker .